DOCUMENT RESUME

ED 262 246 CE 042 663

AUTHOR McMullen, Robert E.
TITLE An Assessment of Public Relations Methods Used to Recruit Adult Vocational Preparatory Students in the State of West Virginia.
PUB DATE Jul 84
NOTE 68p.; M.S. Thesis, Bank Street College of Education.
PUB TYPE Dissertations/Theses - Master Theses (042) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; *Adult Vocational Education; Comparative Analysis; Counseling Effectiveness; Counseling Techniques; Educational Counseling; Postsecondary Education; Program Effectiveness; *Publicity; *Public Relations; Questionnaires; School Counselors; State Surveys; *Statewide Planning; Student Placement; *Student Recruitment; Vocational Directors; Vocational Education Teachers
IDENTIFIERS *West Virginia

ABSTRACT

A study examined the public relations methods currently used by vocational administrators, guidance counselors, job placement personnel, and teachers in West Virginia to recruit adult students into vocational programs. The study involved four surveys completed by 43 administrators, 55 counselors, 21 teachers, and 299 students, thus representing survey response rates of 59, 82, 53, and 100 percent, respectively. Newspaper advertisements and articles were the publicity means used most frequently. Not surprisingly, all the practitioners surveyed felt that these means were also the most effective recruitment tools. However, 20 percent of the students surveyed reported that former students had influenced their decision to enroll in a vocational program, whereas only 18 percent enrolled as the result of a newspaper ad. Despite the fact that vocational alumni are the best recruiters for adult vocational education, few vocational schools in the State have alumni associations. It was recommended that recruitment campaigns be targeted toward persuading more women to enroll in programs to prepare them for nontraditional occupations and that schools make more use of television commercials as a recruitment tool. (MN)

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An Assessment of Public Relations Methods Used to Recruit Adult Vocational Preparatory Students in the State of West Virginia

by

Robert E. McMullen

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Advisor: Madelyn Schwartz

Submitted in partial fulfillment of the requirements
for the degree of Master of Science in Education
Bank Street College of Education
July 1984

CE042663

ABSTRACT

An Assessment of Public Relations Methods
Used to Recruit Adult Preparatory Students
in the State of West Virginia

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Robert E. McMullen

A study of the public relations methods used by vocational administrators, assistant administrators, guidance counselors, job placement personnel and teachers when recruiting adults. This information was then compared to present adult vocational preparatory student surveys which revealed how students became aware of programs offered at their local vocational school.

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CHAPTER I

INTRODUCTION

Economic conditions, foreign trade and technological advances have continued to change the look of this country's labor force. Our agricultural beginnings moved slowly into a manufacturing era, but the pace has quickened. Technological changes have burst forth into our work-a-day world, leaving many adults unprepared and lacking skills. Since the work force is getting older, more adults will have to retrain in order to keep up.

Vocational/Technical schools have been established across the country for the purpose of training people to perform specific job skills. This can be accomplished over variable periods of time depending on the need. Special programs can be made available to adults who are currently employed, while all classes are open to adult enrollment.

The State of West Virginia has been struggling in recent years with a high unemployment rate. Several older factories have closed and coal mining, considered the lifeblood of the economy, has dwindled. New technology industries which provide a cleaner, safer environment, have been courted.

Progress, however, is slow. One of the problems seems to be the lack of a skilled work force to operate these new industries.

Statement of the Problem

The problem addressed in this study was two-fold. The perceptions of vocational administrators, vocational guidance counselors, job placement personnel, vocational teachers and students were surveyed in order to ascertain: (1) What methods of publicity were currently being used by vocational schools across the state, and (2) What methods of publicity were perceived to be the best way to recruit adult students versus how adult students actually found out about programs offered.

Vocational administrators were chosen because they are considered the chief public relations officer in most school districts. They coordinate and/or approve all public relations efforts. Their visibility in the public sector often establishes the reputation of a school. Guidance counselors and job placement personnel were surveyed because they generally hold the responsibility of recruiting students for programs. Teachers were included because they enjoy the most contact with adult students. Adult students were surveyed as a basis for comparing all other perceptions.

The major research questions answered by this study were:

1. What method(s) of public relations are being used to recruit adult preparatory students in the state of West Virginia?

2. What method used was the most effective method for recruiting adult students to their school, as perceived by vocational administrators, vocational guidance counselors, job placement personnel, and vocational teachers.

3. What method (s) actually recruited students as reported by present adult preparatory students enrolled in vocational education programs in the state of West Virginia?

Assumptions

The following basic assumptions were considered pertinent to this study:

1. That adult preparatory programs existed in each school surveyed.

2. That each school had a public relations program in force for recruiting adults.

3. That a need existed to improve public relations efforts in regards to recruiting adults.

4. That the best methodologies for recruiting could be identified through a survey of relevant literature and through the responses of vocational administrators, guidance counselors, job placement personnel, teachers and current

students.

5. The respondents would answer all questions factually and completely, without bias.

Rationale for the Study

> People are also not sure that vocational education adequately prepares students for jobs. The National Center for Research in Vocational Education surveyed 5,000 adults recently about their attitudes on vocational education. When the surveyors asked how well vocational programs prepared young people for jobs, only 59 percent of the public said "fairly well" or "better". That means many people are not sure of the quality and relevance of job training programs (Boyle, 1980).

If adults are not convinced that vocational education is doing a good job and they are the educational market of the future, then programs and campaigns need to be established to introduce the general public to the value of such education. This needs to be done with care and much professionalism.

> The term "public relations" conjures up visions of advertisers buying products, politicians slapping backs, and hucksters sugar coating messages that people don't want to hear. But the most effective way to promote vocational education's relations with the public is to tell the truth. No exaggeration, no hype, no bragging (Boyle, 1980).

Perhaps many adults are not familiar with vocational education --its' goals and its' achievements. It will be increasingly important to make them aware of the critical role vocational education plays in the future.

> Public relations is the communication link between your vocational education program and the people you need to support it. It is simply telling other people what goes on in your school, in your program and in your classroom (Godell, 1980).

Reports of public relations programs and special projects in other states have shown positive results. The state of Minnesota conducted a media blitz in September of 1978. Wanting to avoid the Proposition 13 craze that was taking the country by storm, vocational people mounted an extensive campaign to bolster public opinion of vocational education. Project Good News included outdoor advertising, leaflets, photographs, news articles, TV specials and commercials, radio programs, posters and catalogs, all professionally packaged with logo and slogan. A survey completed shortly after the blitz showed 83 percent of the Minnesota taxpayers favoring continued support for vocational training programs.

The Great Plains Area Vocational-Technical Center in Lawton, Oklahoma opened a store front enrollment center in a downtown mall in April of 1980. Within a matter of months nearly 1,000 people sought career and job placement counseling and enrollment information.

The Georgia Department of Education and the Georgia Chamber of Commerce jointly sponsor the Georgia Occupational Award of Leadership contest which includes a statewide prime time telecast of the ceremony. Other state programs include radio talk shows, vocational awareness days, speaker

consortiums and trade exhibits.

While what works in other states may or may not work here in West Virginia, the fact remains that this state must begin to formulate a policy on public relations with the aim of recruiting adults.

Definition of Terms

Vocational Administrator - The person designated to coordinate the day-to-day operations of the school and licensed by the state to do so.

Vocational Guidance Counselor - The person designated to advise enrollees on career objectives and course offerings. State certification required to perform such duties.

Job Placement Personnel - The person designated to assist graduates in locating employment.

Vocational Teacher - Full-time certified teacher, teaching hands-on skills in vocational setting.

Adult Preparatory Student - Student enrolled in a full-time (1,080 hour) program offered at a vocational school.

Skill - Ability to perform a task or tasks.

Methodology

In order to gather statistics concerning methods of public relations that are currently used, surveys with

parallel questioning were sent to vocational administrators, vocational guidance counselors, job placement personnel, vocational teachers, and current adult students. To record accurate information, it was necessary to obtain opinions from everyone in the hierarchical structure. Comparisons could then easily be made on what was thought to work, and what actually worked. The students' responses became the base of the study.

Surveys were printed and mailed to each respondent with the exception of the adult students. Student surveys were sent to vocational teachers who distributed them at the beginning of a class, gathered them and returned them in one envelope as a group.

Opinionated responses were simply added, compared and then calculated into percentages. The results can be found in Chapter IV.

Limitations of the Study

The following limitations were placed on this study:

1. Vocational administrators surveyed included only those in charge of a specific school and not those in charge of all-county programs housed in several schools.

2. This study includes opinions of full-time vocational teachers only.

3. This study includes the opinions of full-time adult

preparatory students only.

4. This study does not include vocational personnel or students from Harrison County, West Virginia.

5. Data for this study were collected by mailed questionnaires and therefore, only voluntary information has been included.

6. This study was conducted in the state of West Virginia and the results should not be generalized beyond the area from which the participants were selected.

CHAPTER II

REVIEW OF THE LITERATURE

> Our nation is in the throes of a metamorphosis, a metamorphosis that affects every facet of vocational/technical education as it exists today. The shift in the age mix of our population toward more adults is establishing adult vocational/technical education as a vital component in the economic development and productivity of the nation (Kolde, 1984).

Now more than ever before, the adult population of this nation and of this state is in need of additional training. Many have recently been forced out of work because of economic conditions, foreign competition and technological advances. While economic conditions and foreign competition can change upward with many people called back to work, technological advances usually mean permanent worker displacement. Permanent worker displacement means retraining, learning new skills.

> ... more people are demanding the jobs that do exist, as women and minorities struggle for their fair share of jobs in an economy and society that has, in the past, too often dealt them out (Barton, 1983).

During World War II women were called upon to keep the factories operating while the men were overseas protecting the rights of freedom. After the war, many women returned home to raise families which brought about the largest

population explosion in our history. By the late 1960's, their families grown, many of these same women returned to work. Their children were old enough to obtain full-time employment as well. While many were drafted or entered college, most of the grown children entered the work force.

This "second generation" became more radical in thought and demanded change in social patterns and lifestyle. One issue was population zero, which virtually guaranteed that this would be the dominate generation for years to come.

> By 1985, one out of every five Americans will be age 55 or older. The median age today is 30, and by the year 2000, half of our population will be 35 or older. At the same time, the population under 18 will decrease (Kolde, 1984).

Our current vocational education picture is based on legislation of the early 1960's. At that time Presidential commissions warned of worker displacement because of new technology. They demanded a system which would teach employable skills for the future. The emphasis (because of the population) was placed on the high school student. Today's readjustment of the population demands new legislation providing for the needs of the majority. More and more adults will be in the classroom.

Many adults feel betrayed by their educational background. Certainly, the older ones have little more than a high school education, if that. Many of the women reached eighth grade at most. The second generation took advantage

of an increasingly affordable college education, but many became disillusioned with the job market thereafter. With the new attitude of "life-long learning" prevailing, our third generation is now upon us! A generation accustomed to change, technological advances, new math (including metrics) and machine languages; a generation which will soon enter the labor market better prepared than the previous generation. Sons and daughters will quickly replace fathers and mothers as manufacturing jobs disappear and service jobs become prevalent, jobs the parents are ill-equipped to handle.

> Although the unemployment rate is expected to decrease by 1990, scores of workers will not be able to return to the jobs they previously held. Between 1949-1965, 8,000 types of jobs disappeared from America's labor market, largely due to automation. At the same time, more than 6,000 new job types appeared (Dede, 1981). In a technically oriented society, unemployment is largely the consequence of a lack of education and skills rather than a shortage of job opportunities (EC of the S, 1982).

Change will be the standard of the future. Technology's pace will quicken to the point that many of the second generation may have to retrain for new jobs more than once in a lifetime. Those in the third generation will too, but they will be brought up in an atmosphere to accept this. The attitude: "you can't teach an old dog new tricks" must be quickly eliminated in lieu of survival.

Vocational schools are a product of the technology era and an outgrowth of the Industrial Schools. Of these, it has often been said that they work with their brawn not their brain. This argument is as old as the Greek philosophers and certainly won't be settled soon. Unfortunately, it is this attitude and many others like it that prevent people from attending vocational classes.

While the 1960's brought about legislation favoring vocational education it also broadened the spectrum of education in general. The attitude that a college degree guananteed job security became the norm. We are still living with this attitude, yet Table 1 lists occupations which will account for 50% of all new jobs through the 1980's; few of them require a college education. Most, however will require definite skills.

The list of skills needed has also broadened. Not only will manipulative skills be necessary but also:

- Evaluation and analysis skills
- Critical thinking
- Problem solving strategies (including mathematical problem solving)
- Organization and reference skills
- Synthesis
- Application
- Creativity
- Decision-making given incomplete information
- Communication skills through a variety of modes (EC of the S, 1982).

TABLE 1

OCCUPATIONS THAT WILL ACCOUNT FOR 50% OF ALL NEW JOBS THROUGH THE 1980'S

OCCUPATION	GROWTH IN EMPLOYMENT[1] 1980-90 (IN THOUSANDS)
Secretaries	700
Nurses' Aides and Orderlies	508
Janitors and Sextons	501
Sales Clerks	479
Cashiers	452
Nurses, Professional	437
Truck Drivers	415
Food Service Workers, Fast Food Restaurants	400
General Clerks, Office	377
Waiters and Waitresses	360
Elementary School Teachers	251
Kitchen Helpers	231
Accountants and Auditors	221
Helpers, Trades	212
Automotive Mechanics	206
Blue-Collar Worker Supervisors	206
Typists	187
Licensed Practical Nurses	185
Carpenters	173
Bookkeepers, Hand	167
Guards and Doorkeepers	153
Stock Clerks, Stockroom and Warehouse	142
Computer Systems Analysts	139
Store Managers	139
Physicians, Medical and Osteopathic	135
Maintenance Repairers, General Utility	134
Computer Operators	132
Child Care Workers, Except Private Household	125
Welders and Flamecutters	123
Stock Clerks, Sales Floor	120
Electrical Engineers	115
Computer Programmers	112
Electricians	109
Bank Tellers	108
Electrical and Electronic Technicians	107
Lawyers	107
Sales Agents and Representatives, Real Estate	102

[1] Low Alternative Only

SOURCE: BUREAU OF LABOR STATISTICS

These skills can also be incorporated into the vocational curiculum as evidenced by the period of early industrial arts education known as "the birdhouse era" (Barlowe, 1968).

What is most important to realize is that while technology will rapidly change our occupational outlook, the labor force who will fill those jobs is already with us.

> Most of the emerging skilled jobs will have to be filled by today's workers. People who are adults today and already in the work force will make up over 90 percent of the workers in 1990 and 75 percent in the year 2000 (Choate, 1982).

Education beyond high school then, must be quick to change,and rapidly futuristic, multi-leveled, variable in length and easily accessable.

> Most workers today are totally unprepared for either the speed or the magnitude of the changes that occur in the rest of this decade and in the 1990's. The extent of worker deficiencies is only partially known. But beyond the problem of technological displacement, more than 10 million American workers are functionally illiterate--barely able to read a job notice, full out a job application or even to make change. Skilled jobs are out there, and there will be more of them, but the work force is not ready (Choate, 1982).

Vocational/technical education has existed on the premise that they can change, update and equip for any job training need. Their curriculum has been varied in length to meet the demands of an employer whether it was a start-up program or a refresher course. Their educational policies have always been multi-leveled in order to train engineers or mechanics who need an update course in hands-on or methodology or

train another who is functionally illiterate to perform basic skills. Where vocational/technical education may still yet be weak is in its ability to train people in higher level skills for the future.

Whether young adults attend college or vocational schools for advanced education is not really the question, however. We as a nation must always strive for a populace with high education. An emphasis towards colleges and universities should continue. But reality and practicality must be realized as well. A nation of all chiefs and no Indians won't work. Basic manipulative skills will be as necessary for productivity as the higher skills. Adults will have to make choices in their career ladder and they need to be aware of their educational options.

Some vocational/technical schools are comprehensive high schools in structure, but many are not. Certainly technical and community colleges are not. This means that students have to be recruited. Making people aware of the vocational/technical school (high school or college) and what each offers is a public relations effort. The type of long range planning that goes into the public relations program may determine school enrollment.

For the most part, vocational high schools in West Virginia have overlooked active public relations campaigns

to recruit adults. Many adults are referred by government programs such as CETA, J-STEP, JPTA and SCOPE. Others are referred by government offices such as the Veterans Administration, the State Employment Office or the local Rehabilitation Counselor. Programs are also set up on a limited basis with local employers for short term update training.

> Only a few decades ago, a skill acquired at the beginning of one's career was expected to maintain its economic relevance until retirement. Now, some experts predict that the life expectancy of a skill is ten years or less (EC of the S, 1982).

Since the work force will consist of mainly the same adult population for the next couple of decades and they may average retraining each decade, public relations programs must be established to reach these people.

In 1977, West Virginia University Research Assistant, Julie Lejeune, completed a study for the West Virginia Board of Education entitled Determining the Effects of Public Information Activities on Vocational Enrollment in West Virginia. The study was aimed at gathering information on methods used for recruiting high school students, but the methodologies used in assembling survey data lend credibility to the idea that adults could be recruited using the same techniques. Briefly, the study found:

- Most vocational schools have no full-time Public Relations Personnel or access to County Information Specialists.

- Public Relations programs in most schools are conducted by the administrator alone.
- Students list Open House tours as the main reason they signed up for a vocational program.
- Guidance Counselors and Vocational Teachers have significant influence on prospective students.
- Present vocational students have significant influence on fellow students', friends' and neighbors decisions to enroll in a vocational program.
- While mass media techniques have been used by most schools at some time or another, the effort has been minimal and erratic.

In 1979 the State Department of Education released a second study it had commissioned entitled: Development of Strategies for Improving Student Recruitment and Selection in Vocational Education. This study, by Associated Educational Consultants, Inc. of Pittsburgh, Pennsylvania compared information on public relations efforts in West Virginia to similar efforts in other states on recruiting adults which revealed the following:

- West Virginia Vocational High Schools use less mass media techniques on the average than other states across the country.
- Administrators believe the best methods to use to recruit adults is to advertise in newspapers or radio and TV, in that order.Schools do not use mass media techniques because they do not have the personnel to develop programs nor the monetary resources to fund them.

What is more important at this time is to assess whether this information is being applied. Since both studies were

highly publicized throughout the state and discussed at administrators' conferences, administrators should be incorporating the findings into successful public relations programs by now.

What is perhaps even more important is the public's attitude toward vocational education. Do they believe that they will be employable after receiving training? Have they in fact gained employment since training? What do people who have received training tell their neighbors and friends? Do they think anyone at the school helped them gain employment?

On the other side of the fence, how do administrators, counselors and teachers portray vocational education? what image do they portray to their neighbors? Do they actively recruit adults? Do they speak out at meetings and civic gatherings about concerns for vocational education? Is anyone at the school in charge of public relations?

All of the above questions need answers because these answers will form the strategy to be used for recruiting methods necessary to acquire future adult students.

The working world is changing rapidly. Vocational schools can retrain workers quickly and public relations programs are necessary to recruit adults for training programs of the future. For that reason the West Virginia Adult Education Committee was formed. The purpose of this committee is to research attitudes toward vocational education and to review

methodologies currently used in recruiting students for vocational education. Their goal is to increase adult enrollment by finding out what works, what will work in the future, and then make the vocational community aware of its' findings.

Since recruiting adults hinges on many variables, the work of this committee could not be completed in one year. Gathering and assessing public, student, teacher, employer, guidance counselor and administrator attitudes and school recruiting methodologies could not be adequately researched in that time frame. Consequently, it will be our aim to survey methods, and the attitudes toward them, that are currently being used. Our survey will be directed toward: (1) Administrators, (2) Guidance and Job Placement Personnel, (3) Vocational Teachers and (4) Current Adult Preparatory Students. The same questions were asked of each so that accurate parallels could be drawn. The findings will be compared to the earlier works mentioned and will be assimilated into reports, workshops, conferences and newsletters directed to the vocational community.

CHAPTER III

METHODOLOGY

The purpose of this study was two-fold. The perceptions of vocational administrators, vocational guidance counselors, job placement personnel, vocational teachers and vocational adult preparatory students were surveyed in order to ascertain: (1) What methods of publicity were currently being used by vocational schools across the state, and (2) what methods of publicity were perceived to be the best way to recruit adult students versus how adult students actually found out about programs offered. This information could then be compared to earlier studies to determine progress. An introduction to the study and a statement of the problems were presented in Chapter One. The literature and research related to the study were reviewed in Chapter Two. The literature narrowed the focus of this study to recruiting methods being used and their effectiveness. This chapter describes the methodology used by the researcher to acquire data.

Prior to the beginning of this research, a committee was appointed by the West Virginia Department of Education Bureau of Vocational, Technical and Adult Education; and

placed under the direction of the West Virginia Vocational Curriculum Laboratory. All strategy and instruments were developed under the guidelines of the Vocational Bureau's Research Center Unit located at Marshall University, Huntington, West Virginia. The committee suggested that a fifty percent return of the questionnaires from the sample population would be adequate for defense of the study. All questionnaires were approved by the committee as well as the State Department of Education.

Current indexes and guides to sources of literature were reviewed to ascertain titles related to the problem addressed in this study. In addition a computer search of ERIC was conducted to identify literature and research pertaining to the topic. Information obtained from each of these sources was used in developing the review of the literature.

Description of Population Sample

The population for this study consisted of vocational administrators, vocational guidance counselors, job placement personnel, vocational teachers and present adult preparatory vocational students in the state of West Virginia.

Vocational administrators consisted of three groups: administrator, assistant administrators, and county

administrators. Administrators are in charge of the day-to-day operations at each facility and may have one or more assistant administrators to aid them. These people are most knowledgeable about public relations, programming and attitudes toward vocational education in the school environment. county vocational administrators oversee all vocational programming in their county and are not as familiar with day-to-day operations or have meaningful contact with students. Some counties do not have vocational schools as such but share facilities with other counties. for this reason county vocational administrators were not surveyed. In some counties vocational administrators and county vocational administrators are one and the same. Some schools list administrators as directors and assistant directors. The West Virginia Department of Education's Vocational Education Directory 1983-84 lists forty-one administrators and assistant administrators. It also lists thirty-one directors and assistant directors all of whom were surveyed under the title of vocational administrator.

All vocational guidance counselors and job placement personnel listed in the directory were sureveyed using one instrument. There were forty-two guidance counselors and twenty-five job placement personnel listed. An additional five job placement personnel also held the position of guidance counselor and were not surveyed twice.

The directory lists one hundred and ninety-one adult preparatory teachers; however, some classes have more than one teacher. Nursing classes, for example, may have as many as three teachers depending on class size. Forty teachers were chosen as a random sample by assigning all teachers a number. Forty numbers were then chosen using Appendix VI of Methods of Research in Education (Wise et al, 1967). If two or more numbers selected fell to teachers listed as teaching in the same department of the same school, only the first number was assigned. Other numbers were drawn and assigned until forty teachers had been selected. This prevented any class being surveyed twice.

Teachers received a packet which contained a vocational teacher's survey and twenty student surveys. They were instructed to hand out the twenty surveys to the first twenty students who entered the room on a given class day. If they had fewer than twenty students, they could hand out as many as needed but all surveys were to be returned. This allowed a sampling of forty teachers with a potential student sample of eight hundred. Adult preparatory classes are offered under the titles of: Agriculture, Cooperative Education, Health Care, Office Occupations, Technical and Industrial; this provided a rich cross section of sex, non-traditional roles, ages, professional attitudes and work habits.

No vocational personnel or students from Harrison County, West Virginia were included in this study since the author resides and works in that county.

Instruments Used

A questionnaire was used to collect the data from the identified sample. Four questionnaires were designed by the researcher -- one for vocational administrators, one for vocational guidance counselors/job placement personnel, one for vocational teachers and one for adult preparatory students (Appendix). All questionnaires were written with the same or parallel questions for easy comparison.

The questionnaires were tested on a representative sample and by the Research Center Unit, Marshall University. Adjustments and alterations pertaining to the terminology used and to the length of the questionnaire were made based on the responses obtained through the field testing.

Analysis Employed

The study was based on a field survey method of research in order to collect data from the broadest sample populace. The data collected were analyzed to answer the following research questions:

Question 1. What methods of public relations are currently being used by vocational schools? This information allowed us to compare statistics with earlier studies to see

if the earlier findings have been implemented.

Question 2. What methods of public relations are perceived by administrators, counselors, teachers and job placement personnel to be the most effective way to recruit adult students? The data collected were compared to question one which gave a clearer indication if those involved understood the implications of the earlier studies.

Question 3. Have administrators and faculty been asked to speak at public gatherings concerning vocational education, and have they in fact done so?

Question 4. How do current adult students find out about programs offered at their local vocational school? This information was necessary for comparison with questions one and two.

All comparisons will be offered in charts and percentages in Chapter IV.

CHAPTER IV

RESULTS OF THE STUDY

The results of the study are presented in this chapter. The data were collected from the sample population utilized in the study. Questionnaires were mailed to vocational administrators, vocational guidance counselors/job placement personnel and vocational teachers. The vocational teachers' packet also contained twenty adult preparatory student surveys. All questionnaires were mailed to a school address. The questionnaires can be found in the Appendix.

All vocational administrators, assistant administrators, directors and assistant directors were surveyed under the title of vocational administrators. Of the seventy-three questionnaires mailed, forty-three were returned which represented 59 percent of the total population.

All vocational guidance counselors and job placement personnel were surveyed using one instrument. A total of forty-two guidance counselors and twenty-five job placement personnel were surveyed with fifty-five returns. This represented 82 percent of the total population.

Forty vocational teachers were chosen at random and sent a teachers' questionnaire along with twenty student questionnaires. Teachers selected taught in one of seven

occupational categories with a breakdown as follows: 1 in Agricultural Occupations, 10 in Health Care Occupations, 8 in Office Occupations, 2 in Technical Occupations, 18 in Industrial Occupations and 1 in Cooperative Education. The random number method used did not select anyone from Distributive Education Occupations. Courses taught included: Agricultural Products, Dental Assisting, Vocational Nursing, General Office Procedures, Secretarial Skills, Word Processing, Electronics, Air Conditioning, Auto Body Repair, Auto Mechanics, Building Construction, Masonry, Radio-TV Repair, Machine Shop, Cosmetology, Pump Plant Operator, Mine Maintenance, Industrial Equipment Maintenance and Truck Driver Training. Twenty-one teachers responded to the survey; giving us a sampling of 53 percent.

Since not all of the vocational teachers responded to the study, the possible eight hundred Adult Preparatory Student population was reduced to four hundred and twenty. Of this number, one hundred and twenty-one were returned blank because of small class enrollment. The student respondents then, totalled two hundred and ninety-nine for this study.

The student population consisted of two hundred and twenty-two females and seventy-seven males. Twenty-seven percent of the respondents listed their age as 18-20, eighteen percent were 21-25, twenty percent were 26-30, twenty percent were 31-40, nine percent were 41-50, four

percent were 51-60 and no students were over 61. Two percent listed ages below 18; a category not included on the questionnaire. The distribution of the respondents' age and sex is displayed in Table 2.

Seventy-seven percent of the respondents indicated their current class was the first adult preparatory program in which they had enrolled.

Vocational teachers were asked to list the number of years they have been a full-time vocational teacher. Of the twenty-one respondents, fifteen years, reported by one teacher, was the high; one year, reported by one teacher, was the low. The mean was 8 years.

TABLE 2

AGE AND SEX DISTRIBUTION OF THE STUDENT RESPONDENTS

Age Group	Sex	Number	Percent Of Sex	Total Number	Total Percent
18-20	MALE	13	17	80	27
	FEMALE	67	30		
21-25	MALE	8	10	53	18
	FEMALE	45	20		
26-30	MALE	21	27	60	20
	FEMALE	39	18		
31-40	MALE	18	23	60	20
	FEMALE	42	19		
41-50	MALE	5	7	27	9
	FEMALE	22	10		
51-60	MALE	4	6	11	4
	FEMALE	7	3		
61-OVER	MALE	0	0	0	0
	FEMALE	0	0		
	TOTAL			291	98

Recruiting Adults

Question one of the vocational administrators questionnaire and question one of the vocational guidance counselor/job placement questionnaire, as well as question four of the vocational teachers questionnaire asks if any of the above have ever actively recruited adult preparatory students. Administrators and counselor/placement personnel overwhelmingly said "yes" while two-thirds of the teachers

said "no". The data is displayed in Table 3.

TABLE 3

ACTIVELY RECRUITED ADULTS

	Administrators	Counselor/Placement	Teacher
YES	39	36	7
NO	4	18	14
TOTAL	43	54*	21

*One Counselor/Placement questionnaire did not indicate either response.

Means of Advertising

Question two of the vocational administrators questionnaire and question two of the counselor/placement questionnaire, as well as question six of the vocational teachers questionnaire asks each respondent to list all means of advertising that their school uses. A list of eleven specific mediums were given along with a space to include other mediums not listed (questionnaire in Appendix). Table 4 graphically displays the responses.

TABLE 4

MEANS OF ADVERTISING USED TO ATTRACT ADULT PREPARATORY STUDENTS

	Admisistrators	Counselor/ Placement	Teachers
RADIO	32	40	12
BILLBOARD	4	7	0
POSTERS	18	27	2
NEWSLETTER	8	12	4
TV	10	16	3
OPEN HOUSE	26	31	14
SLIDE PRESENTATIONS	16	16	4
BROCHURES	33	32	12
NEWSPAPER	41	51	20
PUBLIC SPEAKING	15	18	0
VIDEO TAPE	8	8	1
OTHER	2	9	2

Letters sent home with students, career days and business shows were listed in the "other" category by vocational administrators. Counselors/placement respondents listed: student referral, social service agency referral, theatre advertisements, mobile exhibit, flyers sent home with school children and catalogs. Vocational teachers listed class schedules placed in prominent places and public demonstrations.

For comparison purposes, the data in Table 4 was converted to percentages. Table 5 displays the conversion.

When compared in this manner, it is easily seen that teachers may not always be aware of the promotional activities used by the school or for that matter even invited to participate in the school's planning. Teacher responses showed a lower percentage in all categories but one. That one, Open House, is something in which teachers directly participate. It must also be clear that not all respondents returned the questionnaires. It is entirely possible that the teachers chosen at random and who returned their questionnaire may work in schools where administrators, counselors and placement personnel did not respond. While this is not likely, it must be considered.

TABLE 5

PERCENT OF RESPONDENTS USING EACH MEDIUM

	Percent of Administrators	Percent of Counselor/ Placement	Percent of Teachers
RADIO	74	73	57
BILLBOARD	9	13	0
POSTERS	42	49	10
NEWSLETTER	19	22	19
TV	23	29	14
OPEN HOUSE	60	56	66
SLIDE PRESENTATIONS	37	29	19
BROCHURES	77	58	57
NEWSPAPER	95	93	95
PUBLIC SPEAKING	35	33	0
VIDEO TAPE	19	15	5
OTHER	5	16	10

Total Number of Adult Preparatory Students.

Vocational administrators, counselors and placement personnel were asked to list the total number of adult preparatory students registered in their school for the 1983-84 term. Administrators listed a total of 5,294 with a school high of five hundred and seventy-five and a low of four. Counselor/placement respondents listed a total of

8,412 with a school high of one thousand one hundred to a low of zero. The data is displayed in Table 6.

TABLE 6

ADULT PREPARATORY HIGH AND LOW ENROLLMENTS REPORTED

	Administrators	Counselor/Placement
HIGH	575	1,100
LOW	4	0
TOTAL	5,294	8,412

Public Speaking.

Question four of the vocational administrators questionnaire and question four of the counselor/placement questionnaire as well as question seven of the vocational teachers questionnaire asks each to indicate whether they have been asked to speak publicly about their school or program. Administrators, counselors and placement personnel responded positively to this question while teachers did not. Table 7 displays the data, including the percent of each response category.

TABLE 7

RESPONDENTS ASKED TO GIVE PUBLIC SPEECHES CONCERNING VOCATIONAL EDUCATION

	Administrators	%	Counselor/ Placement	%	Teachers	%
YES	39	91	44	80	7	34
NO	4	9	11	20	14	66
TOTAL	43	100	55	100	21	100

While 91 percent of the administrators and 80 percent of counselor/placement personnel have been asked to speak publicly, only 34 percent of the teachers have been asked to do so. Unsolicited comments added to the administrators' questionnaire noted that when they were administrators in other states, they were asked more frequently to speak at public gatherings.

The Best Recruiting Medium.

Question five of the vocational administrators questionnaire asked which medium, in their opinion, drew the most response from prospective students. Where did most students find out about the program in which they were enrolled? Newspaper ads or articles were listed by seventeen administrators. Of the twenty-one total options, including a space for "other", no other medium came close to newspapers. "Former students" received four responses while "brochures", "radio" and "employment offices" all received two. One

administrator circled "other" and responded "word of mouth". Fourteen administrators circled more than one medium, so their responses were not tabulated.

Counselor/placement personnel were asked the same question in number five of their questionnaire. Again, "newspaper" was the overwhelming choice. Twenty-four of the fifty-five responses said newspaper drew more students than any other medium. "Former students" received four responses while "brochures" received two. Two respondents left this question blank; sixteen circled more than one choice so their responses were not tabulated.

Question two of the vocational teachers survey asks their opinion of where most students find out about their program. Of the twenty-one responses, six listed "newspaper"; five circled "former students". One teacher checked "other" and wrote "class schedules", presumably printed and distributed in the general community. Three teachers circled more than one item so their answers were deleated from the tabulation. Table 8 displays the data.

TABLE 8

BEST RECRUITING MEDIUM
ACCORDING TO RESPONDENTS OPINION

	Administrator	Counselor/ Placement	Teacher
ADMINISTRATOR	0	0	1
TEACHERS	0	0	0
GUIDANCE COUNSELOR	1	1	2
BROCHURES	2	2	0
FORMER STUDENT	4	4	5
CAPSTONE COORD.	0	0	0
VA COORDINATOR	0	0	1
RADIO	2	3	0
TV	0	0	0
NEWSPAPER	17	24	6
VIDEO	0	0	0
PUBLIC SPEECH	0	0	0
JOB PLACEMENT COORD.	0	0	0
FAMILY	0	0	1
BILLBOARD	0	0	0
POSTER	0	0	0
NEWSLETTER	0	0	0
SLIDE PRESENTATION	0	1	0
EMPLOYMENT OFFICE	2	1	1
REHABILITATION COORD.	0	0	0
OTHER	1	1	1

All three instruments then asked respondents, in their opinion, if a better medium was available. Perhaps their school did not use all mediums and in their opinion one should be used which might provide higher results. Administrators replied to this question negatively. Eleven administrators said there were other mediums on the list that would be better than what they were using; while twenty-five said "no". Seven administrators left the question blank.

Counselor/placement personnel responded: seventeen "yes", thirty "no". Eight respondents left the question blank. Six respondents said radio and/or TV would be better than what they were using; two said they should be using newspaper. Most added unsolicited comments that all mediums listed were necessary for a successful recruiting program.

Nine vocational teachers said there were better mediums than they were using. They suggested more radio, TV, newspaper and brochures. Better use of guidance counselors and former students were also mentioned. Nine teachers replied they are using the best medium. Three teachers did not reply. This data is displayed in Table 9.

TABLE 9

RESPONDENTS OPINION OF BETTER MEDIUM

	Administrator	Counselor Placement	Teacher
YES	11	17	9
NO	25	30	9
NO RESPONSE	7	8	3

Most Responsible for Recruiting.

Teachers, in question six, were asked, in in their opinion, who was most responsible for recruiting adult

preparatory students. They were asked to rank their choices as the most important, second most important and third most important. The list consisted of six choices plus "other". Table 10 provided the data which shows: teachers think administrators are most responsible for recruiting adults, guidance counselors are second and teachers rank themselves as third. No one checked "other" or added any other titles to the list.

TABLE 10

MOST IMPORTANT RECRUITER
AS PERCEIVED BY TEACHERS

	Most Important	Second Choice	Third Choice
ADMINISTRATOR	6	1	1
JOB PLACEMENT	3	6	3
CAPSTONE COORD.	1	2	1
TEACHER	3	3	8
GUIDANCE COUNSELOR	4	7	3
SECRETARY	0	0	2
OTHER	0	0	0

How Students Found Out About Programs.

Students were asked to indicate how they found out about the program in which they were enrolled. Given the same list as in Table 9 students responded most favorably to "former students" with "newspaper" finishing a close second. Family members were very influencial to females. Guidance counselors appeared to be an effective source, while many students listed "other" means. Most often reasons given under "other" were: friend, had taken another class previously, or called the school and asked for information. Thirteen students listed more than one response so their answers were not tabulated. Eight students did not respond to the question. A complete summary of all responses, including percentages, is displayed in Table 11.

TABLE 11

HOW STUDENTS FOUND OUT ABOUT THE PROGRAM
IN WHICH THEY WERE ENROLLED

	Male		Female		Total	
	Number	%	Number	%	Number	%
ADMINISTRATOR	3	4	5	2	8	2
TEACHER	1	1	13	6	14	4
GUIDANCE COUNSELOR	9	11	17	7	26	8
BROCHURE	0	0	5	2	5	1
FORMER STUDENT	9	11	50	23	59	20
CAPSTONE COORD.	0	0	0	0	0	0
VA. COORD>	8	10	0	0	8	2
RADIO	0	0	6	3	6	1
TV	0	0	0	0	0	0
NEWSPAPER	14	18	40	18	54	18
VIDEO	0	0	0	0	0	0
PUBLIC SPEAKING	0	0	0	0	0	0
JOB PLACEMENT	4	5	1	0	5	1
FAMILY	5	6	31	14	36	12
BILLBOARD	0	0	0	0	0	0
POSTER	0	0	0	0	0	0
NEWSLETTER	1	1	1	0	2	0
SLIDE PRESENTATION	0	0	0	0	0	0
EMPLOYMENT OFFICE	10	13	4	2	14	5
REHAB. COORD.	0	0	5	2	5	1
OTHER	6	8	23	10	29	10

Adult Knowledge of Programs Offered.

Question two of the adult preparatory questionnaire asked students if they believed most adults in their county knew that adult classes were offered at the local vocational school. One hundred forty-five responded "yes" while one hundred forty-six responded "no". Eight students did not respond. The responses were not only evenly matched over all but were even according to the sexes as well. Table 12 displays this data.

TABLE 12

KNOWLEDGE OF ADULT PROGRAMS OFFERED

	Male	Female	Total
YES	38	107	145
NO	38	108	146

More Adults to Enroll.

Question three of the students questionnaire asks studets if they thought more adults in their area should take advantage of adult classes offered. Overwhelmingly, the students said "yes". Table 13 displays the data according to sex.

TABLE 13

PRESENT STUDENTS RESPONSE TO MORE ADULTS TAKING ADVANTAGE OF CLASSES OFFERED

	Male	Female	Total
YES	72	208	280
NO	5	7	12

Adequate Promotion of Programs.

Question four of the student survey asked students if they felt adult vocational programs were adequately promoted in their area. The majority said "no". Table 14 displays the results.

TABLE 14

ADEQUATE PROMOTION OF ADULT PROGRAMS

	Male	Female	Total
YES	24	85	109
NO	51	129	180

Tables 12, 13 and 14 all show that both men and women

hold the same views regarding these vocational issues. It should also be noted that not all students responded to all questions.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was two-fold. The perceptions of vocational administrators, vocational guidance counselors, job placement personnel, vocational teachers and adult preparatory students were surveyed in order to ascertain: (1) What methods of publicity were currently being used by vocational schools across the state, and (2) What methods of publicity were perceived to be the best way to recruit adult students versus how adult students actually found out about programs offered. In more precise terms, this study was undertaken to answer the following research questions:

(1) What method (s) of public relations are being used to recruit adult preparatory students in the state of West Virginia?

(2) What method used was the most effective method for recruiting adult students to their school, as perceived by vocational administrators, vocational guidance

counselors, job placement personnel and vocational teachers?

(3) What method (s) actually recruited students as reported by present adult preparatory students enrolled in vocational education programs in the state of West Virginia?

The data for the study were collected from 418 respondents, 43 of whom were vocational administrators, 55 were vocational guidance counsellors/job placement personnel, 21 were vocational teachers, and 299 were adult preparatory students. Questionnaires were sent statewide except for Harrison County, West Virginia which was omitted. All administrators, guidance counselors and job placement personnel were surveyed. Forty teachers were chosen randomly to receive questionnaires and their adult students were surveyed as well. All surveys were tabulated and reported in total responses as well as percentages.

FINDINGS AND CONCLUSIONS

The major findings that emerged from the analysis of the data are presented as they pertain to each of the three questions set forth in the statement of the problem.

Research Question One. What method (s) of public relations are being used to recruit adult preparatory students in the state of West Virginia?

Newspaper advertisements and articles appear to be the most used public relation methods for vocational schools. Ninety-five percent of guidance counselors/job placement personnel reported that their schools used newspapers for publicity purposes to attract adult students. Radio, brochures, and Open House ranked high on the list. Most administrators, guidance counselors, and job placement personnel reported that they actively recruited adults and that they have been asked to give public speeches in their community regarding vocational education. Vocational teachers, however reported 66 percent that they did neither.

Research Question Two. What method used was the most effective method for recruiting adult students to their school, as perceived by vocational administrators, vocational guidance counselors, job placement personnel, and vocational teachers?

Administrators, guidance counselors, job placement personnel, and teachers all perceive newspaper as the most effective means of recruiting adult students, though teachers are not as positive as the rest. Teachers report that former students play a large role in recruitment. Most administrators, guidance counselors, and job placement

personnel felt their schools were using the best methods to recruit adults. Teachers were not sure.

Research Question Three. What method (s) actually recruited students as reported by present adult preparatory students enrolled in vocational education programs in the state of West Virginia?

The majority of the student respondents reported that former students influenced them to enroll in vocational programs. Overall, twenty percent responded to this method while eighteen percent responded to newspaper. Differences can be noted between male and female responses, however males tended to be older (50% were between the ages of 26 and 40) and found out about programs through the newspaper (18%). Females were younger (50% were between the ages of 18 and 25) and enrolled in programs because of advice from former students (23%). Thirteen percent of the males found out about programs through the State Employment Office while another ten percent were referred by the area Veterans Administration Coordinator. Eighteen percent of the females found out about programs through the newspaper while fourteen percent found out through family members (who may also have been former students). For the most part students were undecided as to whether other adults in the community knew about adult programs at their local center. They believed more adults should enroll in available programs and

that the schools needed to promote the programs more effectively.

IMPLICATIONS

On the basis of the findings, certain implications seem to be appropriate with respect to current public relations programs at vocational schools in West Virginia.

1. Most adult students enroll in vocational programs on the advice of former students. Alumni become the best recruiters yet few if any vocational schools have alumni associations. Alumni have complained in the past that once they have graduated they are quickly forgotten. It is this authors opinion that an alumni newsletter would be an effective way to communicate new programs and workshops. In addition many graduates are capable speakers and would be pleased to form a speakers bureau or become vocational school advocates in local and state government. More alumni need to be included in future program planning.
2. Teachers appear to have a better understanding of where adult students gained information concerning programs offered. Because of this,

teachers can be very effective members of a public relaions policy committee. Teachers spend more personal contact time with students than anyone else and are often sought out by students for counseling in personal as well as career matters.

It is this authors opinion that teachers are better recruiters than they care to believe. While most teachers would rather not add recruiting to their list of responsibilities, effective in-service and preparatory workshops could make them feel more comfortable with the task.

3. Newspapers can be an effective recruiting medium but studies show that only older adults consistently read daily pepers. Younger adults may have to be reached by other media. As our populace becomes older, newspaper may again be more effective. In the meantime radio, TV, or mass mailings should be explored.

4. While TV, newsletters and billboards showed a poor response rate with students, it should be noted that schools made little use of these methods. All three have been used effectively in other states. West Virginia is a rural area with rugged terrain, therefore all areas of the state are served by cable TV systems. The local school

system with limited funds has a hard time budgeting TV commercials and even if several schools shared expenses the coverage would be limited. The most effective TV coverage could be provided by the State Department of Education. There are seven major TV stations, when combined, cover the entire state. Coordination of TV time could best be handled at that level and all schools would benefit. It would also negate the necessity of distributing funds.

5. Young women appear to be taking more advantage of vocational education. Public relations programs should be most aware of non-traditional roles.

6. Overall public relations programs need to be more effective. "More methods more often" should be the rule. Earlier surveys showed that few schools had a full-time public relations specialist. Most of the schools' public relations efforts are handled solely by the administrator. If funds are not available to hire full-time personnel, then the task should at least be administered by a committee. The committee should be composed of administrator(s), teachers, parents and/or alumni to obtain the best cross section of

RECOMMENDATIONS FOR FURTHER RESEARCH

The following recommendations for further study are advanced for consideration.

1. Further study is needed to define the effectiveness of specific media in relation to specific age groups. This should include differences between sexual preferences as well.
2. Further statistics should be gathered on adults enrolled in non-traditional programs.
3. Additional research is needed in the area of school climate and how teachers feel about teaching adults.
4. An investigation should be undertaken to determine the number of times or how often each public relations method is used in each school system. This should be compared with adult enrollments in each system.
5. Further studies should be undertaken in the areas of adult attitudes and opinions of vocational education after completion of a program. This should include surveys one year after completion and perhaps five years after completion.

6. A study of opinions concerning vocational education and industry should be completed.

7. Attitudes of the general public toward vocational education should be researched.

8. Attitudes of non-vocational administrators, guidance counselors and teachers should be further explored.

This committee has listed the groundwork on which to build effective public relations programs for our vocational schools. Granted more time, it would be our intention to pursue the above research issues. It is my own view that what is needed is a complete policy/how to manual. This manual would include: form ads which could be copied, a state vocational emblem to be used in all ads and news releases, sample TV commercials, sample radio scripts, a list of projects and promotions, speaker training aids and school climate workshop information. Newsletter writing and formatting would also be included.

Our research has shown that many educators are interested in promoting their schools; the populace hungers for information about the schools. What appears to be lacking is creative ideas, charismatic leadership and money.

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APPENDIX

State of West Virginia
Department of Education
Charleston
25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

M-E-M-O-R-A-N-D-U-M

TO: Vocational Guidance Counselors and Job Placement Coordinators

FROM: Larry Froehlich, Vocational Curriculum Laboratory
Bob McMullen, United Career Center

SUBJECT: Promotional Methods Survey

DATE: February 13, 1984

The enclosed surveys are to help identify the methods of promoting preparatory vocational programs. This data is being collected for a master's thesis with great interest by the Bureau of Vocational, Technical and Adult Education. We would appreciate your cooperation in completing these surveys.

Please take a few minutes to complete the enclosed survey forms.

A preaddressed, stamped envelope has been provided for your convenience. Please return all surveys by March 1, 1984 to: Mr. Bob McMullen
806 Locust Ct. #1
Clarksburg, WV 26301

BEST COPY AVAILABLE

SURVEY TO IDENTIFY METHODS OF PROMOTING ADULT PREPARATORY VOCATIONAL PROGRAMS

This survey is to help identify methods of promoting Vocational Education. We are reviewing the methods presently used and those that may be used successfully in the future.

Please take the time to complete this survey and return it in the enclosed, stamped, addressed envelope. Your responses will be confidential. There is no reason to identify yourself. Thank you for your time, the success of this study depends on your cooperation.

Please return this by March 1, 1984.

If you are interesed in receiving the tallied results of this study please contact: Mr. Bob McMullen
808 Locust Ct. #1
Clarksburg, WV 26301

This can be done when you return the survey or at a later date with a written request. Thanks again.

VOCATIONAL GUIDANCE COUNSELORS/JOB PLACEMENT COORDINATORS

1. Have you ever actively recruited adult preparatory students?

   (circle one) YES NO

2. What means of advertising does your school use to attract adult preparatory students? (Please circle all that are used).

Radio	TV	Newspaper
Billboard	Open House	Public Speaking
Posters	Slide presentations	Video Tape
Newsletter (alumni or business)	Brochures	
Other _____		

3. How many adult preparatory students are presently enrolled in programs at your school?

   _____

4. Have you ever been asked to speak before civic clubs (Lions, Kiwanis, Rotary, etc.), Union Meetings, Public gatherings, etc. concerning Vocational Education?

   (circle one) YES NO

BEST COPY AVAILABLE

5. In your opinion, where do <u>most</u> adult students find out about courses being offered in your school? (circle one)

Administrators	Radio	Billboards
Teachers	TV	Posters
Guidance Counselors	Newspaper	Newsletters
Brochures	Video	Slide presentation
Former students	Public speeches	Employment offices
Capstone Coord.	Job Placement	Rehab. Coord.
VA coordinators	Family members	
Other _____		

6. In your opinion, is there a better method than the one circled above in Question 5?

(circle one) YES NO

If yes, which one (or ones) should be used?

_____

State of West Virginia
Department of Education
Charleston
25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

H-E-H-O-R-A-H-D-U-H

TO: Adult Preparatory Instructors

FROM: Larry Froehlich, Vocational Curriculum Laboratory
Bob McMullen, United Career Center

SUBJECT: Promotional Methods Survey

DATE: February 13, 1984

The enclosed surveys are to help identify the methods of promoting preparatory vocational programs. This data is being collected for a master's thesis with great interest by the Bureau of Vocational, Technical and Adult Education. We would appreciate your cooperation in completing these surveys.

Please take a few minutes of your next class to complete the survey forms. If you have more than 20 students, hand out the surveys to the first 20 students who enter the classroom. If you have fewer than 20 students, please return any unused forms.

A preaddressed, stamped envelope has been provided for your convenience. Please return all surveys by March 1, 1984 to: Mr. Bob McMullen
808 Locust Ct. #1
Clarksburg, WV 26301

BEST COPY AVAILABLE

SURVEY TO IDENTIFY METHODS OF PROMOTING ADULT PREPARATORY VOCATIONAL PROGRAMS

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Please return this by March 1, 1984.

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Clarksburg, WV 26301
This can be done when you return the survey or at a later date with a written request. Thanks again.

VOCATIONAL TEACHERS

1. How many years have you been a full-time vocational teacher?

_____ years

2. Where did most of your adult preparatory students find out about this particular course?

(Circle one)

Administrators	Radio	Billboards
Teachers	TV	Posters
Guidance Counselors	Newspaper	Newsletters
Brochures	Video	Slide presentations
Former students	Public speeches	Employment offices
Capstone Coord.	Job Placement	Rehabilitation Coord.
VA Coordinator	Family member	
Other _____		

3. In your opinion, is there a better method than the one circled above in question 2?

(circle one) YES NO
If yes, which one (or ones) should be used?
_____

4. Have you ever actively recruited adult preparatory students?

(circle one) YES NO

BEST COPY AVAILABLE

5. In your opinion, who is responsible for recruiting adult students at your school? (rank most responsible, second most responsible, and third most responsible).

___ Administrators	____ Teachers
___ Job Placement	____ Guidance Counselor
___ Capstone Coord.	____ Secretary

Other _____ (list title only)

6. What means of advertising does your school use to attract adult preparatory students? (Please circle all that are used).

Radio	TV	Newspaper
Billboard	Open house	Public speaking
Posters	Video tape	Slide presentation
Brochures	Newsletter (alumni or business)	

Other _____

7. Have you ever been asked to give a presentation of your program to a civic organization (Lions, Kiwanis, Rotary, etc.) Union Meeting, Public gathering, etc.?

(circle one) YES NO

BEST COPY AVAILABLE

SURVEY TO IDENTIFY METHODS OF PROMOTING ADULT PREPARATORY VOCATIONAL PROGRAMS

This survey is to help identify methods of promoting Vocational Education. We are reviewing the methods presently used and those that may be used successfully in the future.

Please take the time to complete this survey and return it in the enclosed, stamped, addressed envelope. Your responses will be confidential. There is no reason to identify yourself. Thank you for your time, the success of this study depends on your cooperation.

Please return this by March 1, 1984.

If you are interesed in receiving the tallied results of this study please contact: Mr. Bob McMullen
808 Locust Ct. #1
Clarksburg, WV 26301
This can be done when you return the survey or at a later date with a written request. Thanks again.

Male ___ Female ___ Age 18-20 ___ 41-50 ___
21-25 ___ 51-60 ___
26-30 ___ 61 & over ___
31-40 ___

Is this your first adult preparatory vocational program? YES ___ NO ___

PRESENT ADULT PREPARATORY VOCATIONAL STUDENTS

1. How did you find out about <u>this</u> particular vocational program?

(circle one)

Administrators	Radio	Billboards
Teachers	TV	Posters
Guidance Counselor	Newspaper	Newsletter
Brochures	Video	Slide presentation
Former student	Public speeches	Employment office
Capstone Coord.	Job Placement	Rehabilitation Coord.
VA Coordinator	Family member	
Other _____		

2. Do you feel that <u>most</u> adults in your county know that vocational training is available to them?

(circle one) YES NO

3. Do you feel that there is a need for more adults to take advantage of available vocational training?

(circle one) YES NO

4. Do you feel vocational programs are adequately promoted in your county?

(circle one) YES NO

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